

National Resource Centers and  
Foreign Language and Area Studies Fellowships

# AFRICA

FY 00-02

Abstracts  
International Education and Graduate Programs Service  
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The African Studies Center at Boston University, established in 1953, was one of the first graduate programs in the United States to offer a multidisciplinary African Studies curriculum. Over the decades it has achieved international recognition for its commitment to teaching, research, outreach, and publication. In recent years the ASC has received institutional research grants from the Ford Foundation, the U.S. Department of Education, the United States Information Agency, the National Endowment for the Humanities, The Social Science Research Council, and the World Bank and is currently recognized as a program for Foreign Language and Area Studies fellowships by the U.S. Department of Education.

Applicants interested in Foreign Language and Area Studies Fellowships should contact:

Fellowships Secretary  
African Studies Center/Boston University  
270 Bay State Road, Boston, MA 02215  
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### African Language Program

Boston University students the opportunity to study an African language offered by the African Studies Center through the Department of Modern Foreign Languages and Literatures. Courses in at least four African languages are offered every semester, depending on student needs. Students learn from African instructors, in a comfortable environment with emphasis on spoken proficiency. The core of regularly offered languages includes Hausa, Mandinka/ Bambara, Sesotho/Setswana, Swahili, Yoruba, Twi, and Zulu; each of these is offered through the third-year level. Other, less commonly taught languages are offered upon demand.

Intensive instruction and fellowship support for a wide range of African languages is available to students during the summer in cooperation with other African studies programs. Overseas study of the major languages of Africa in the intensive summer format is also possible through Boston University and its consortium partners.

### Africa Course Offerings

The ASC program includes faculty and course offerings in 10 departments of the College of Arts and Sciences as well as in 5 professional schools (Communications, Education, Law, Management, Public Health, and Theology). Undergraduates study abroad each year in the Niger Internship Program.

Cross Registration arrangements allow students to pursue additional courses at Harvard University, MIT, Northeastern University, Brandeis University, Tufts University, and Boston College; students at those universities also are able to join Boston University Africa classes.

### African Studies Library

The African Studies Library is a department of Mugar Memorial Library and supports Boston University's undergraduate, graduate and faculty research on Africa and serves as a resource for the broader community's African interests, nationally and internationally. It is the most widely used African studies collection in the Northeast. The collection of 155,000 volumes, serials, and documents is interdisciplinary, with major strengths in the social sciences and broad representation of the humanities and sciences. In its reading room and stacks area on the sixth floor of Mugar Memorial Library, the staff of ASL provides reference and research service and access to current periodicals from and about Africa, African newspapers, maps, African documents and government publications, and books in African history. Additional Africa materials are located in the libraries of the schools of Education, Law, Management, Medicine and Theology.

### Outreach

The Outreach Program seeks to increase awareness of Africa by providing information, materials, and services to schools, libraries, museums, the media, and community groups in New England and beyond. Outreach Library resources include: 200+ curriculum guides and lesson plans; 100+ videos for all ages; 1500+ slides; 700+ children's books; handouts, maps, games, and mounted posters on key topics; background information for teachers; referrals for speakers and performances; kits on children in African countries. Boston University supports a full-time Outreach Director.

### Publications Program

The African Studies Center publishes a wide range of materials dealing with Africa studies, including a historical journal, research monographs, working papers, edited collections, and annotated original source material. *The International Journal of African Historical Studies* is the major journal of African history published in the U.S.

Other publications of the ASC include:

Working Papers in African Studies  
Discussion Papers in the African Humanities  
Issues in Language Education  
History of Land Use in Africa

African Documents Series  
African Research Studies  
Boston University Papers on Africa

## INDIANA UNIVERSITY AFRICAN STUDIES PROGRAM

Established in 1961 and funded as a National Resource Center since 1965, the African Studies Program (ASP) at Indiana University (IU) remains a center of excellence for the interdisciplinary study of Africa Studies and African languages. The ASP is defined by a distinguished faculty, an exceptional language program, innovative interdisciplinary courses, numerous linkages with African universities, an outstanding library, the recruitment of outstanding students, a wide range of outreach activities, and generous support from IU, federal agencies, and private foundations. In the next three years, we propose to use Title VI funds to assist us in meeting four goals: (1) expanding our instruction in African languages, (2) enhancing our interdisciplinary African area studies training for our students, (3) increasing our outreach services to various communities, and (4) strengthening our African Studies library collection.

IU offers instruction in numerous African languages, currently including six regularly-scheduled classes in Arabic, Hausa, Swahili, Twi, Xhosa, and Zulu, six tutorials annually in other African languages, and one linguistics field methods class. We propose to add Bamana to our regular offerings beginning in 2000-2001. This African languages program includes seven faculty who have African language specializations and six Associate Instructors (AIs) who are mother-tongue speakers of the languages they teach. Our Coordinator of African Languages provides performance-based training to the AIs; we seek funding for supplemental training for our AIs.

IU will offer 120 different non-language African-content courses across 17 different IU departments and professional schools in 1998-2001. They include undergraduate and graduate courses, as well as sequences of courses for depth. Interdisciplinary instruction is a hallmark of the ASP; the interdisciplinary graduate seminar has brought guest speakers to IU on Wednesday evenings ever since the early 1960s. We propose to build on this interdisciplinary heritage with two new working groups, one focusing on Identity in Africa and the Diaspora, and another concentrating on Community Leadership, Indigenous Knowledge, and Local Governance. We also propose to develop two new interdisciplinary courses concerning Images of Africa and Image-Makers of Africa. These initiatives rely on our 55 faculty and staff who teach all of our non-language courses. The faculty, most of whom are tenured, have produced 34 books and numerous articles in the last five years, have been awarded prestigious ACLS, Ford, Fulbright-Hays, Guggenheim, Lilly, Mellon, NEH, NSF, Pew, and SSRC grants for their research, and yet still find time to teach, advise, and mentor our students.

The ASP outreach activities are extensive and diverse. We collaborate with all area studies programs on campus to provide a Global Speakers Service, and complement it with interactive, compressed video format programs for those schools which are distant from campus. The ASP itself disseminates information to nearly 800 teachers via our outreach newsletter, and recently our Associate Director has taken two groups of teachers to Africa on Fulbright-Hays Group Projects Abroad. We will continue many activities and propose several exciting new initiatives, including a project with the Smithsonian Institution's National Museum of Natural History.

The African Studies holdings in the IU Library constitute one of the strongest collections in the country, with over 110,000 cataloged volumes, and many more uncataloged items. Other unique collections are found in the Archives of Traditional Music and the Lilly Library of Rare Books, which recently acquired the papers of Athol Fugard and Nadine Gordimer. We are proposing new projects to digitize field notes to provide access to research materials, and to preserve and digitize the large number of slides collected by IU scholars over the past 40 years.

## MSU African Studies National Resource Center

- - Celebrating 40 Years of Academic Focus on Africa - -



MSU requests NRC and FLAS funding to build on the Center's 40-years of scholarly productivity and training in African language and area studies. The Center's elected Advisory Committee proposes a three-year plan to pursue the eight major structural foci of the Center and its faculty:

1. **Continuing excellence in graduate education in African language and area studies** which is demonstrated by MSU having trained more Ph.D. students than any other North American university in 1987-1998, producing 163 dissertations on Sub-Saharan Africa.
2. **Enhancing an already strong undergraduate African Studies curriculum** enhanced in the current triennium with special short courses in the *Global and Area Thematic Initiative*.
3. **Increasing advanced research by faculty** in democracy and civil society, micro-enterprise, food security, traditional and contemporary medicine and health, urban and rural environment and development, literature and cinema, journalism and communications, educational planning and quality, comparative African history, African diaspora studies, the pedagogy of African languages, and other areas through the *Global and Area Thematic Initiative* (GATI).
4. **Offering 28 African languages in a unique program** spanning the needs of advanced researchers across the country, built on five faculty linguists with performance-based training with first-language instructional assistants; offering three levels of summer intensive study annually at MSU (alternating Shona, Amharic, Swahili); hosting the cooperative SCALI; giving national leadership in language pedagogy, materials development, and coordination.
5. **Increasing study abroad in Africa** with new programs at MSU and nationally funding other Title VI Centers to develop new programs in Africa for U.S. undergraduates to study in Africa through the MSU-created and -funded *National Consortium for Study in Africa*.
6. **Disseminating African studies curriculum and faculty training** via the largest African Outreach Program in the nation which already services hundreds of K-12 teachers, 50+ four-year colleges, 29 community colleges, business, and the media, utilizing two fulltime PhD-level Outreach staff and conducting special projects including: ' *African Media Program*, reviewing and identifying high quality films and videotape for university and K-12 educators with a new WWW website searchable database of 9,000 units' *Electronic Publishing of Journals from Africa project* to increase the accessibility of research and scholarship in the social sciences and humanities by African authors..
7. **Continued building of the nationally unique Africana Library** which is one of the three largest nationally, with two full-time Africana Librarians plus accessory staff, more than 215,000 volumes and an annual acquisitions budget of over \$300,000.
8. **Creating and maintaining mutual linkages with African universities and scholars**, with a new three-year Center faculty focus on an *African Universities Renaissance Initiative*, an *African Visiting Scholar Program*, and an explosion of MSU partnerships in Africa.

## **Ohio University African Studies Program**

This is proposal to the US Department of Education National Resource Center and Language and Area Studies Fellowships Program for the African Studies Program at Ohio University in the 2000-2003 cycle. The projects described herein are of high quality and are focused on strengthening the Institute for the African Child, a research, teaching, and service initiative of the African Studies Program. We seek to improve the training of African area studies specialists across the humanities, social sciences, and professional fields, finding innovative ways to include African language in training. The vehicle of the Institute for the AfricanChild is designed to promote interdisciplinary research and teaching around an urgent theme and recruit new students and scholars from the social sciences and allied health, communication, and education fields. African Studies is both an MA and BA major at Ohio University and a certificate program appended to any undergraduate degree. A dozen fields offer Africarelated Ph.D. programs at the University as well.

African languages supported at Ohio University include Swahili and Siswati. This project seeks to add Gikuyu to the languages offered. Our core African Studies faculty are found in 20 departments across 7 colleges of the university with particular strengths in Communication, Education, linguistics and the social and natural sciences. Our libraryhas the strongest African Studies collection in our state and includes the official Government Document Depositories of Botswana and Swaziland.

The major features of this proposal include support for faculty development with small curriculum development grants which further specialize our programs in the environment, nutrition, health, communication, and education. New positions in African Ethnomusicology and in the Africana Library, and support for language development in Gikuyu, and for a series of African language and culture videos to teach Swahili and other East African languages to health and other development professionals are featured. And we are developing a new M.Ed. degree aimed at teachers and jointly offered with our linkage partners in Cape Town, South Africa. This degree will be available online and in on-campus programs.

In the area of outreach we propose a project to position African Studies solidly in three area high schools with new course development, demonstrating the power of early injection of African Studies to capture student interest more effectively and provide better services to building faculty. We also propose a unique community outreach program to social workers, assisting them with African cultural understanding workshops to better serve African immigrant communities in our area.

Our media outreach is extensive- befitting a program with a strong College of Communication- with a workshop for radio journalists on African Child Survival issues and a symposium jointly sponsored with Ohio's Southeast Asian Studies Program- on "Reporting Islam Beyond the Middle East: Africa and Southeast Asia." We also plan to reach out to younger Africanist scholars with support for the Ohio University Press' African Studies publication programsand to HBCU, West Virginia State College with curriculum development and lecture series projects. K12 teachers are included in these outreach efforts, rather than segregating them into dull 'teachers only' workshops.

# University of California, Berkeley & Stanford University

## Joint Center for African Studies

Established in 1979 as a mechanism to integrate, focus, and develop Africanist resources within and between our two universities, the Joint Berkeley-Stanford Center for African Studies has developed into the core institution for Africa-related activities not only on our respective campuses but also for the entire Northern California region. Our activities have four interrelated dimensions:

1) **Undergraduate instruction and graduate training:** Our objectives are to a) promote Africa-related course offerings throughout the curricula; b) train the next generation of African specialists; c) prepare, facilitate, and support field research in sub-Saharan Africa; and d) develop and maintain depth and flexibility in language instruction capability.

2) **Stimulation of interest and collaborative work:** To stimulate a vibrant intellectual life and to encourage collaborative research, we support several interdisciplinary research focus groups. These are organized around shared intellectual interests and bring faculty and graduate students from departments and professional schools together on a regular basis for discussion of new literature and presentation of work in progress. The Center also sponsors courses that are taught by faculty from both universities.

3) **Outreach:** To encourage the study of Africa, we make our resources accessible to the entire Northern California community through K-14 curriculum development, specific outreach to faculty from junior and regional colleges, education programs, a speakers' bureau, heavily used Internet sites, and an annual conference open to the general public.

4) **Service to the national community of Africanists:** To promote interest in and knowledge about Africa nationally, we participate in cooperative summer language programs, and organize colloquia and workshops for faculty and advanced graduate students from across the nation. Karen Fung's *Africa South of the Sahara* is among the nation's most widely used electronic finding aid for resources on Africa.

The combined resources of Berkeley and Stanford in the Joint Center have generated an environment that attracts scholars and students from around the globe. Berkeley and Stanford have both made significant investments in African Studies over the past several years. Faculty with strong Africanist interests have been appointed at Berkeley in Anthropology, Environmental Sciences, Energy and Resources, and Human Rights; at Stanford, in Business, Education, Medicine, Anthropological Sciences and Religious Studies. We expect new Africanist faculty to be appointed in History (UCB) and Anthropology (SU) over the next three years. Scholars and students are not only engaged in the study of Africa through strong disciplinary approaches in the humanities, social sciences, and biosciences, but bridge boundaries to forge new approaches to current issues with a concern for both scholarship and practical outcomes. For 1999 through 2003, our Joint Center has adapted a set of annual themes that unify our programs and curriculum: Human Rights in a Resource Limited Environment (99/2000); Examining Governance and Democratization (2000/01); Rethinking Globalization (2001/02); and African Popular Culture (2002/03). The Joint Center and its collaborating units will explore these themes through curriculum development, real-time electronic classroom

interaction, lecture and film series, conferences, innovative outreach activities, and strategic collaboration with other centers and programs.



## **U C L A ABSTRACT**

JAMES S. COLEMAN  
AFRICAN STUDIES CENTER

### **University of California, Los Angeles James S. Coleman African Studies Center (JSCASC)**

*Description:* Since its establishment as a National Resource Center for Africa in 1959, the JSCASC at UCLA has been dedicated to teaching, research, and public understanding related to Africa. The quality and long-term stability of JSCASC's academic programs make it one of the premier centers of this kind.

*Mission:* The mission of JSCASC, both as a resource center and an academic unit is as follows:

- To meet national need for Africa specialists in academic, government and private sectors by producing students with superior language training and a firm grounding in area studies, and providing them with professional mentoring, enhancement activities, and significant opportunities for study and research abroad.
- To provide students and faculty with support for their research and intellectual development so that they might become and remain superior teachers, scholars, and public servants.
- To be a resource locally, regionally, and nationally, providing outreach, support services and information to other UCLA units, K-14 teachers and students, government, community and business constituents.

*Degree Programs:*

- Certificate in African Studies for undergraduate students • Master Degree in African Area Studies
- Ph.D. with African Studies focus in all major core disciplines

*Faculty:*

- 56 core and affiliated Africanist faculty who offer 92 courses in 19 disciplines and 6 professional schools.
- JSACAS faculty are internationally visible in their field & have extensive Africa experience.
- Annually JSCASC has between 3-4 visiting scholars in residence.

*Public Programs, Outreach and Collaborative Activities:*

- Annually sponsor or co-sponsor between 30-40 events, including lecture series, workshops, academic and non-academic conferences, art exhibits, and roundtable discussions.
- Maintain exchange programs for students & faculty with universities in Africa & elsewhere.
- Africanist faculty collaborate on research with colleagues nationally, and internationally.
- JSCASC offers students opportunities to study abroad and conduct field research.
- Actively recruits students for the Masters Program and various Ph.D.
- Organize educational outreach programs for educators at elementary and secondary schools, two- and four-year institutions; businesses; media and the community at large.
- JSCASC administers various fellowship programs, including FLAS.

*Library:*

- University libraries have over 190,000 bound volumes of Africana materials; 51 African print newspapers and provides online access to an additional 20 titles.
- The Library budgets approximately \$99,000 for acquiring materials for African Studies.
- The staff includes: a fulltime Bibliographer, a part-time Library Assistant and two students.



University of Florida  
Center for African Studies

The Center for African Studies at the University of Florida at Gainesville (47,000 students) was founded in 1964 with the intention of expanding instructional, research and professional exchanges on Africa. The University of Florida is a leading graduate research institution in the US and the US Southeast in particular. Given the extensive and growing links between this region, Africa, Afro-Caribbean nations and Latin America, the Center was given the mission of guiding regular departments in intensifying their African-oriented course content, promoting inter-disciplinary research on Africa, expanding professional contacts with African institutions of higher learning, and raising funds for conferences and public education activities relating to Africa. In addition, the Center was given the mandate of continuous inter-departmental coordination of African instructors and researchers to ensure some order of priority in the selection of cross-disciplinary research topics and the award of fellowships.

Degree program majors at the University of Florida remain the prerogative of individual colleges. However, students in most teaching colleges are eligible for a minor in African Studies, provided they meet a minimum of 18 course units in Africa-based courses from a selection of departments. The graduate program offers close to 75 courses with some African content while, undergraduate faculty provide some 116 courses annually that have strong bearing to the social sciences, the arts and the humanities. An estimated 86 faculty spread in 30 departments have over the years established an integrated teaching and research program with acclaimed intellectual depth and diversity. This work is backed by an extensive research and publication program, and a vast library collection. The Center boasts a novel outreach program to school teachers, communities and the business sector. Languages taught include Swahili, Arabic, Yoruba, Amharic, Akan and in the future, Xhosa.

At a time of cataclysmic changes in Africa and the rest of the world, this proposal aims at acquiring a critically necessary amount of US Department of Education funds that would help the Center for African Studies at the University of Florida embark on innovative programming that would meet its needs and those of its clientele in the next century. US Department of Education funds would help innovate new programs that would become regular components of the university. Given its strategic location and intellectual prominence in the US Southeast, the Center has submitted an integrated proposal covering instruction, research, intensified contacts with smaller colleges in our region and revamped outreach program to schools and communities.

## U Illinois

The Center for African Studies at the University of Illinois at Urbana-Champaign (UIUC) continues to be one of the largest and most dynamic African studies programs in the nation. In 1998-99 we taught 144 courses, which had a total enrollment of 4,527 undergraduate students and 345 graduate students. Our extensive non-language curriculum offers both traditional disciplinary and innovative interdisciplinary courses in the social sciences and humanities as well as in the professional schools. Our language curriculum is consistently rated among the best in the country, with six languages regularly taught, and with more levels of the languages taught than at any other institution.

The Center sponsors a Minor program for undergraduates and an interdisciplinary Masters for graduate students. UIUC continues to produce high numbers of Africa-related graduate degrees; between 1996 and 1999 there were 64 PhDs and 57 MAs with Africa focus, a third from the professional schools. The majority are working in universities and the public sector throughout the United States, Africa, and elsewhere. UIUC students have ample study abroad opportunities in Africa through programs organized by the Center itself and by various colleges, and by other universities with which the University of Illinois has agreements.

Among the Center's most significant resources is its talented and diverse faculty. The 53 Africanist faculty teach in 30 departments and 9 colleges. In 1998 alone they collectively produced 19 books and 85 articles and book chapters, and raised \$1,267,569 in external and internal grants. Their dedication to teaching and student advising is shown by the fact that in 1998-99, 13 of them were ranked as excellent and outstanding by their students. Equally strong are our library resources, estimated at more than 250,000 volumes, serials, and other materials, and our linkages, both conventional and electronic, with libraries all over the world, including many in Africa. This speaks to the high level of institutional commitment to African studies. Altogether in 1998-99, UIUC spent \$184,493 in direct budgetary support to the Center, faculty salaries, research and travel, library resources, outreach activities, and support for graduate students.

Our outreach program is exceptionally active. It is targeted at elementary and secondary schools, postsecondary institutions, business, media, and the general public. In 1998-99 outreach to the schools reached 584 teachers and 1,088 students. Our sponsored radio programs reach tens of thousands in the region, and the African artists and musicians that we periodically bring to Urbana-Champaign perform before thousands in our community. We are particularly proud of the African Business Workshop, launched three years ago, which has grown into a major event in the Midwest. The 1999 workshop brought over 160 senior business executives and government officials from the US and Eastern and Southern Africa, and the US Transportation Secretary was the keynote speaker.

The Center's extracurricular programming continues to grow. In 1998-99 we organized or co-sponsored 26 seminars, 17 public lectures, and 10 symposia and conferences. The conferences included, the *Fifth International Conference on World Englishes* on the theme of *African Englishes and Identities*, which brought 200 participants, 100 of them from abroad; *Human Rights and the Rule of Law in Africa* (34 participants, 13 from Africa); *HIV/AIDS in Africa* (24 participants, 5 from Africa); and the *30<sup>th</sup> Annual Conference on African Linguistics* (58 participants). These activities are made possible by funds from Title VI, UIUC sources, and foundation grants. It is also a tribute to our small but dedicated staff. It was in order to increase the efficiency of the Center staff that in 1998 we made the position of Assistant Director and Outreach Coordinator full-time and created a new full-time position of Coordinator of Special programs, which represented new commitments of .75 FTE from UIUC sources.

We request continued support for many of our current activities and for areas which will strengthen and take our program in new directions. Proposed activities concentrate on expanding our distance education capacities through the use of new technologies; expanding and improving teacher training activities and study abroad opportunities; and strengthening our curricular program in the areas of language and literature, the professional colleges, and interdisciplinary studies.

**University of Kansas**  
**African Studies Resource Center**

The emphasis of this proposal is to solidify the position of the University of Kansas' African Studies Resource Center (ASRC) as sole center for African Studies in the Great Plains / Rocky Mountain region of North America. The Center coordinates events, programs, and personnel within the University and the region, and works with faculty to facilitate exchanges with African Universities. The Center, governed by an Executive Committee which represents the African Council of all KU Africanists, provides an institutionalized network for the pursuit of common international studies interests by at least thirty active faculty in fifteen departments and schools across the University.

African studies is embedded in six baccalaureate programs or program dimensions: the non-western course requirement of all students in the College of Liberal Arts & Sciences, the two-year language requirement of the College of Liberal Arts & Sciences, the Certificate of International Business, the International Studies co-Major, the Africa track of the Department of African and African-American Studies, and in majors, minors, or segments of these in a dozen other departments and schools--Anthropology, Business, Geography, History, History of Art, Journalism, Political Science, English, History, Journalism, Theater & Film, and Women's Studies--where faculty pursue their disciplinary interests with an Africanist emphasis.

The strength of KU support for African Studies is evident in the recent addition of Africanist tenure track faculty in Economics, Geography, English, and Arabic (and the authorization of a seeded hire in Sub-Saharan African history by this proposal). As an independent Center the ASRC has seen continued University support for its programs and initiatives in language and non-language curriculum, outreach, exchanges, library enhancement and the promotion of research. Additional sources of support for Center activities have included: a three year USAID University Affiliations Program with the Universite Gaston Berger de St. Louis, Senegal (1997); a Title VI CIBER grant for the internationalization of the Business School (1998), a Title VI International Studies grant for less commonly taught languages (1999), and an NSF Research Planning grant in African environment jointly conducted with African scholars.

This proposal focuses on solidifying language training in Arabic, Hausa, and Kiswahili; improving introductory level non-language curriculum through fifteen departments and five interdisciplinary baccalaureate programs; holding teacher training summer institutes and other outreach initiatives; strengthening library resources around the language emphases; nurturing existing international exchange programs in Senegal, Ghana, and Tunis, and adding an East African exchange; promoting African studies interests in the faculty so as to build on the strong foundation of the significant human resources for African Studies already in place.

These initiatives give expression to the Center's mission, which is to promote the study and understanding of Africa in the university, the state and the region and to coordinate and develop the interdisciplinary interests of more than thirty Africanists across the University of Kansas.

**The African Studies Consortium (ASC) includes the University of Pennsylvania (Penn) and three colleges, Bryn Mawr, Haverford, and Swarthmore—a unique combination of excellent small undergraduate colleges and a major research university. The ASC emphasizes undergraduate education, professional school training, and scholarship; innovative outreach activities for teacher training and urban education; and creative language learning through distance education and the internet. The ASC's strengths lie in East African languages, culture, history, and society and in African health.**

Penn has seven options for undergraduate study, including a major, minor, or concentration in African Studies. The 3 colleges also offer African concentrations. Penn also has a Graduate Certificate with four tracks: social sciences, humanities, development, and African Languages. Five studyabroad programs are integrated into the curriculum with supporting language and area offerings.

There are nine disciplines in which undergraduates may take Africa courses of increasing levels of difficulty, four core languages (Swahili, Amharic, Yoruba, and Arabic), and individualized language instruction. Course enrollments grew 40% from 1996 to 1999; number of courses offered grew 27%; a third year was added to a language course and a fourth to another.

The faculty went from 55 to 67, up 21%, adding notable strength to African health programs and music offerings. ASC Faculty also has appreciable expertise in East Africa, the social sciences, and development and policy studies.

The ASC is known for its website, with an average of one million uses a month, and is becoming an innovator in designing internet resources for African language education. It is developing a “Dual Intellectual Citizenship” project created to increase information from Africa on the internet; encourage graduate mentoring in Africa by African scholars; nurture collaborative ties with African health experts for research and training purposes; and expand our understanding of African population dynamics.

Library resources are expanding and there are now more than 65,000 Africa volumes, including African language sources and periodicals. An East Africa Living Encyclopedia was added to the Penn website; and archive of visual images from 1930s Sierra Leone is under construction.

In-service workshops for 711 K-16 teachers were held from 1996 to 1999; all were enriched by supporting texts and internet resources from ASC; the K-12 teacher training manuals on Penn's website had 655,843 uses. Distance learning activities included four model TV lessons on East Africa that were broadcast nationally via satellite, a yearlong Swahili TV course for local school children, and posting of original language texts, lexicons, and lesson plans on the internet.

During the next 3 years we will increase expertise and course offerings on Francophone WestAfrica, business, and health, and add to formal language offerings.

## **UNIVERSITY OF WISCONSIN NATIONAL RESOURCE CENTER FOR AFRICAN LANGUAGES AND AREA STUDIES**

Since its founding in 1849, the University of Wisconsin-Madison has been at the forefront of publicly supported higher education, research, and outreach in the United States. The “Wisconsin Idea” of melding high quality research and teaching with public service to the citizens of the state and nation has guided the university through 150 years. Working in this tradition, the African Studies Program (ASP), founded 40 years ago, has carved out a prominent place for Africa in the teaching, research, and outreach mission of American universities. Under the leadership of Jan Vansina and Philip Curtin in history, Aidan Southall in anthropology, Crawford Young in political science, and Harold Scheub in African oral traditions, the Program set benchmarks in African Studies during the 1950s, 60s, and 70s, developing innovative approaches to studying non-Western societies, and training a high percentage of the Africa specialists nationally in all fields.

The 1980s and 90s were a growth period for the ASP, which now includes 61 faculty in six colleges, seven professional schools, and 31 departments. The ASP entered a new era in 1996, when the University established the International Institute to bind and strengthen all area and international studies centers on campus. With the help of the Institute and the leverage of Title VI funds, the ASP has made major institutional gains since 1996. Foremost among them, we:

- ◆ hired five new tenured and tenure-track Africanist faculty under a university hiring program designed to encourage interdisciplinary research and teaching ;
- ◆ increased by 64 percent the number of minority faculty and by 61 percent the number of women faculty in the ASP;
- ◆ were a partner in a major International Institute effort to create and fund six inter-regional, interdisciplinary research groups, many under the leadership of African Studies faculty;
- ◆ created the first student exchange program linking an American and African university (Buea, Cameroon) expressly designed for 1<sup>st</sup>- and 2<sup>nd</sup>-year graduate students;
- ◆ charted a new course in outreach to educators and the public, supported by Title VI and grants from the Institute of Museum and Library Services, and the Wisconsin Humanities Council;
- ◆ strengthened our position as a national leader in African language pedagogy through a major grant from Mellon for less commonly taught language instruction via distance education; through our hosting of the 1998 Summer Cooperative African Language Institute (SCALI); and especially through the U.S. Department of Education’s selection of Wisconsin as the site of the nation’s only National African Language Resource Center.

During 2000-2003, the ASP will use Title VI funds to leverage a new degree program, new Africa-oriented faculty positions, and new courses from the University, while pursuing an exciting expansion of our outreach program. Among these initiatives are:

- ◆ The implementation of a new master’s program in African Studies, which will emphasize regional coursework and intensive language training;
- ◆ New professional school courses on Africa in the Business School, the Medical School, the School of Education, and the School of Journalism ;
- ◆ A new course on Africa in the global economy, containing a 3-week module in Ghana;
- ◆ Title VI-seeded tenure-track faculty hires in anthropology and economics;
- ◆ Support for a faculty hire in a Southern African language, and 3 new positions in African diaspora studies;
- ◆ Outreach initiatives that provide campus residencies for business executives and K-12 teachers to study Africa and develop relevant materials for professional use; and
- ◆ Addition of video and film footage to the *Africana Image and Sound Database*, an interactive web-based curriculum development site with about 4,000 images, 20 hours of sound, and text developed by ASP faculty and staff.

**Yale University  
Council on African Studies**

The Council on African Studies (CAS) at the Yale Center for International and Area Studies (YCIAS) supports and coordinates the study of Africa within Yale University. CAS is applying for recognition and funding as a Comprehensive National Resource Center. CAS first received such funding for 1985-88 and was funded again for 1988-91, 1991-94, and 1997-2000. USED support has enabled significant CAS accomplishments that have included:

1. The establishment of the M.A. program in African Studies;
2. Joint M.A. degree programs with the schools of Forestry and Environmental Studies, Management, and Public Health;
3. Establishment of a certificate program in African studies;
4. Development of the B.A. program in African Studies;
5. Establishment of a comprehensive outreach program;
6. Expansion of Africa content course offerings;
7. Strengthening of the Program in African Languages (PAL);
8. Extension of CAS connections to professional schools and other programs at Yale;
9. Establishment of the *Yale African Studies Working Papers* series.

USED NRC and FLAS support has also enabled CAS to support the work of outstanding graduate students, to encourage innovative interdisciplinary research and teaching programs, and to enrich its program of seminars, lectures, and conferences.

In this proposal, we outline a plan to consolidate and to extend these accomplishments. Over the next three years we will concentrate on strengthening connections, both across institutions and within Yale across disciplines. To do so, we will:

1. Develop a series of new interdisciplinary graduate and undergraduate courses in collaboration with visiting scholars from Africa;
2. Formalize our institutional ties with a set of research and teaching institutions in Africa and in the U.S.;
3. Strengthen our program of teacher preparation and certification;
4. Expand offerings and enrollments in African languages;
5. Strengthen our BA and MA programs;
6. Enhance our outreach activities and expand our program of business and media outreach;
7. Provide a rich program of activities centered on annual themes and coordinated with curricular development.

USED funding to Yale builds upon strong institutional support for African studies. African studies at Yale began in the late 18<sup>th</sup> century with Divinity School study of African languages. Yale was one of the first universities to incorporate African studies into its mainstream curriculum prior to World War II. The primary stimulus came from two distinguished scholars, Harry R. Rudin (History) and Ralph Linton (Anthropology and Sociology). After the war, Professor Leonard Doob (Psychology) was a moving force in the establishment of the Council on African Studies at Yale. Eminent scholars who were recruited in the 1950's and 1960's included John Middleton, M.G. Smith, Leonard Thompson and David Apter. CAS continues to contribute to African Studies internationally through the research and teaching of Yale faculty members and that of Yale African studies alumni and through the development of one of the world's leading African studies libraries.